

**UCC/UGC/ECCC**

Proposal for New Academic Plan

***If this new plan is not listed in the current NAU*** [***academic program inventory***](http://www4.nau.edu/pair/AcademicProgramData/AcademicProgramInvFall2010ABORFINAL.xlsx)***, then you must first complete the “Proposal to establish a New Degree” form*.**

***All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.***

***UCC proposals must include an 8-term plan.***

***UGC proposals must include a program of study.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. College: | Social and Behavioral Sciences | | | 2. Academic Unit: | | | Criminology and Criminal Justice |
|  | |  |  | |  | | |
| 3. Academic      Plan Name: | | Law, Rights, and Justice Minor | | 4. Emphasis: | |  | |

|  |  |  |
| --- | --- | --- |
| 5. Plan proposal: | X  New Plan | New Emphasis |

6. Justification for the new plan or certificate, including how the need for the plan was determined. Please also address how it is designed to meet local market, professional requirements, employment opportunities, or other needs.

The College of Social and Behavioral Sciences Law, Rights and Justice (LRJ) minor provides a background for the study of law through challenging coursework that reinforces and extends the liberal arts foundation gained through the SBS and NAU social sciences curriculum. It prepares students for advanced analytical and writing dexterity, and introduces them to the social and governmental structures that underlie the law.

It is important for students to understand that no specific course of study is required for admission to law school. Most law schools, including each one in Arizona, require a bachelor’s degree for admission. The bachelor’s degree may be from any discipline or college at Northern Arizona University.

Law schools emphasize the value of reading comprehension, analytical skills and a good command of written English. While these skills can be obtained in various ways, a general liberal arts background is recommended. Courses in literature, American history and government are considered essential. Many pre-law students choose a major in Criminology and Criminal Justice, Political Science, History, Sociology, Business Economics, or English.

The LRJ minor may be of value to the student for many reasons beyond pursuing a law degree. The specific substantive information that is relayed in each course will prepare students to “think like a lawyer.” That means that students will be encouraged to develop their logical, analytical, and critical thinking skills in order to identify problems and propose solutions. LRJ students will be exposed to constitutional, environmental, and criminal law and procedure, and the primary institutions that constitute the administration of justice in the United States. As a citizen of the United States this is important information to have, regardless of whether one chooses to engage a law degree.

Three cautions need to be made regarding the LRJ minor. First, completion of the minor does not assure acceptance to law school. Second, materials in law related courses will be covered in a more analytic way in law school. Third, consider the value of all courses chosen in case one does not attend law school.

Law schools vary considerably in their admission requirements. Most place major emphasis on the overall GPA and the Law School Admission Test (LSAT) score. Students usually take this test about one year before beginning law school. The LSAT is offered in June, October, December, and February. Students should familiarize themselves with the Law School Admissions Council (LSAC) (http://www.lsac.org/).

Students considering law as a career should seek individual advising from the pre-law advisors in their major department, or in one of the departments in the College of Social and Behavioral Sciences if their respective department offers no pre-law advising.

7. Student learning outcomes of the plan. If structured as plan/emphasis, include for **both c**ore and emphasis. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**Legal outcome to be assessed:**

* Content. Minors will learn how legal systems function and the roles legal professionals play within them.
* Skills. Minors will learn how to analyze legal documents, make legal arguments, and engage in legal debates.
* Attitudes. Minors will appreciate the habits and beliefs that define legal cultures and constitute common legal practices.

**Who will be assessed:**

* Students enrolled in CCJ 210: Courts and Justice
* Students enrolled in CCJ 390: Criminal Investigation or CCJ 495: Wrongful Conviction

8**.** AcademicCatalog text and requirements:

       8a. Text to be displayed on the Career tab in the academic catalog (max 3 paragraphs):

This minor will provide a foundation to prepare students pursuing the following careers: attorney, paralegal, victim advocate, probation and parole, court clerk, law enforcement, private investigation, correction, and journalism.

     8b. Text to be displayed on the Overview tab in the academic catalog (max 3 paragraphs):

This minor is designed to meet the pre-law needs of students interested in attending law school, or any student who wants to learn more about legal doctrine, legal institutions, legal careers, and the practice of law.

This minor is multi-disciplinary and integrates knowledge from such fields of study as Criminology and Criminal Justice, Politics and International Affairs, Communication, English, Philosophy, Applied Indigenous Studies, and Disability Studies.

     8c. Plan requirements to be displayed on the “Details” tab in the academic catalog:

To complete this minor, students take the following 24 units:

* **Core courses**: ENG 211, PHI 223, CST 111, CCJ 210.
* **Four courses from the following options**:

- Applied Indigenous Studies: AIS 290, AIS 320

-Criminology & Criminal Justice: CCJ 270, CCJ 275, CCJ 380, CCJ 390, CCJ 495

-Communications: CST 217, CST 318

-Politics & International Affairs: POS 345, POS 445, POS 446

-Disability Studies: DIS 417, DIS 418

*Please be aware that some course required for this minor have prerequisites: check all course descriptions to find out.*

8d. Attributes to be displayed on the Overview tab in the academic catalog:

|  |  |  |  |
| --- | --- | --- | --- |
| Required | Not Required | Optional | Recommended |
| Additional Admission                Requirement | Additional Admission                Requirement | Additional Admission                Requirement | Additional Admission                Requirement |
| Additional Fees/Program Fees | Additional Fees/Program Fees | Additional Fees/Program Fees | Additional Fees/Program Fees |
| Arizona        Certification/Endorsement | Arizona        Certification/Endorsement | Arizona        Certification/Endorsement | Arizona        Certification/Endorsement |
| Comprehensive Exam | Comprehensive Exam | Comprehensive Exam | Comprehensive Exam |
| Dissertation | Dissertation | Dissertation | Dissertation |
| Emphasis, Minor, Certificate | Emphasis, Minor, Certificate | Emphasis, Minor, Certificate | Emphasis, Minor, Certificate |
| Fieldwork Experience | Fieldwork Experience | Fieldwork Experience | Fieldwork Experience |
| Foreign Language | Foreign Language | Foreign Language | Foreign Language |
| Legislative Internship | Legislative Internship | Legislative Internship | Legislative Internship |
| Oral Defense | Oral Defense | Oral Defense | Oral Defense |
| Research | Research | Research | Research |
| Study Abroad | Study Abroad | Study Abroad | Study Abroad |
| Student Teaching/Supervised        Teaching | Student Teaching/Supervised        Teaching | Student Teaching/Supervised        Teaching | Student Teaching/Supervised        Teaching |
| Thesis | Thesis | Thesis | Thesis |

9. NCATE designation, if applicable**:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Initial Plan |  | Advanced Plan | | | |  | Remove Designation | |
| 10. Effective beginning **FALL**: | | | 2014 | |  | | |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls) | | | |  | | | |

11. Will this proposal impact other plans, sub plans, or course offerings, etc.?

Yes      No

      If yes, describe the impact and include a letter of response from each impacted academic unit.

**As an interdisciplinary minor, it may positively impact course enrollments in the following programs: English, Philosophy, Communications, Applied Indigenous Studies, Politics and International Affairs, and Disability Studies. See attached support memos.**

**Answer 12-13 for UCC/ECCC only:**

12. A major is differentiated from another major by required course commonality: 24 units of the        required credit hours of a major must be unique, (i.e. not common or not dual use as a required        element in another major), to that major. Does this plan have 24 units of unique required        credit? Yes       No

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least        18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor        to differentiate it from other minors.

       Does this minor have 12 units of unique required credit? Yes       No

**Answer 14-15 for UGC only:**

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?                                                                                                                                       Yes       No

       If no, explain why NAU should establish the plan.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?                                                                                                                                       Yes       No

       If no, explain why NAU should establish the plan.

|  |  |
| --- | --- |
| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **1/23/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

|  |  |
| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No